



Preparing Children for Life in Modern Britain Policy

Approved by governors June 2017

To be reviewed June 2018

Information Page

Other policies related to health and safety

Behaviour Policy

Anti-bullying Policy

E-Awareness Policy

Safeguarding Policy

Social Networking Policy

Attendance Policy

Nurture Group Policy

Introduction

Guidance produced by the DfE (November 2014) stated that all schools have a duty to 'actively promote' the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

At William Reynolds Primary School, we take our responsibility to prepare children for life in modern Britain very seriously. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos of our school. These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), Spiritual, Moral, Social & Cultural Education (SMSC), Religious Education (RE) and school assemblies. We also teach British Values within our broad and balanced curriculum, ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

"To be the best we can be"

Our School Vision for citizenship now and in the future

We believe that **children's wellbeing** is at the centre of our life in school and **the key to raising academic success**. This is supported by **high expectations for every child** and by developing personal awareness, creativity and social understanding.

We place a strong emphasis on trust, honesty, respect and tolerance through a **close partnership** between children, staff, governors and parents as an extension to family life. We care about the whole person.

We believe that we make a difference by **creating a safe, healthy and stimulating environment** of **quality provision** where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

Our aim is to raise children's aspirations and to widen their horizons through a **context rich curriculum** that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the local, British and global community. We see excellence in teaching and enjoyment in learning as the foundation for success in life. Learning is strongest when those involved with learning commit energy, focus on a **real goal, do not give up and work hard** to overcome obstacles.

Above all, we aim to develop **positive, confident, reflective children** who

- take part in decision making within the classroom and school so that they have **sound knowledge of their own value and purpose**
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong
- are able to think **creatively and independently** in order to have aspirations for the future
- are proud to be part of a diverse British society

Aim

Our aim is to prepare children for life in modern Britain; through providing a context rich curriculum which broadens their experiences, develops their imagination, creativity and fascination in learning.

To enable children to

- contribute fully to the life of the school and their community
- recognise their own worth
- work well with others
- become increasingly responsible for their own learning
- reflect on their experiences
- understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up
- find out about the main political and social institutions that affect their lives
- realise their responsibilities, rights and duties as individuals and members of the community
- understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning

Pupil learning is at the very heart of our school, along with the importance of sustainability, the difference between right and wrong and how to get along with people from other backgrounds and cultures. We aim to develop learners who are fascinated and excited by school and the opportunities offered. We teach our children to become 'good learners'; developing skills of resilience, reflection, reciprocity and resourcefulness; so they are prepared with learning skills that will prepare them for life in 21st Century Britain.

The ethos of our school is that all people who come into our school, whether staff, pupil, parent, governor or visitor, are valued as individuals in their own

right. They are entitled to expect from others, good standards of behaviour, marked by respect and responsibility and we ask that all of our visitors offer that too.

British Values

Democracy:

Each year, at our school, the children decide upon their class rules with their teacher and the rights associated with these. The children are taught about the human rights we all have within our PSHE lessons, using the resource 'We are all Born Free: The Universal Declaration of Human Rights in Pictures'. At William Reynolds Primary School, the children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in school.

The rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make their own choices.

Mutual Respect:

As a Rights Respecting School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those with different Faiths and Beliefs:

William Reynolds Primary School serves an area which is not greatly culturally diverse, therefore emphasis on promoting diversity with the children.

Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

At William Reynolds we will actively challenge pupils, staff and parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Spiritual, Moral, Social & Cultural Education (SMSC)

Linked to DfE guidance our SMSC scheme of work is incorporated into our school Vision, as well as being planned for through our curriculum maps and assemblies, in order for pupils to:

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- understand different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage a respect for other people; and
- encourage a respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Definitions of SMSC

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning

- willingness to reflect on their experiences

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Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Role of the Subject Leader

The role of the subject leader is to:

- advise and support staff in planning teaching and learning of PSHE
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for PSHE with realistic and developmental targets

- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- document and review the agreed ways of working through a written policy document and scheme of work
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- attend relevant LA courses and network meetings
- audit, identify, purchase and organise all resources, ensuring they are readily available and well maintained
- promote PSHE and Citizenship throughout the school e.g. organise Anti-bullying week during the Autumn term

Philosophy for children

Principles of philosophy

- Appreciating different ways of thinking
- Recognising that no one is all knowing
- Valuing a person's interests and questions
- Reasoning and reflection

Why teach philosophy?

- Gives children the possibility of seeing that their ideas have value, and that others have different ideas that have value too.
- They realise that they don't always have to be right.
- They have the confidence to ask questions and learn through discussion.
- A chance to speak and be heard without fear of getting an answer wrong.
- Intelligence grows.
- Gives children who are not considered "academic" a voice and a chance to flourish.
- Gives the "academic" children a chance to think outside the box and to see that the non-academic have inspiring ideas too.
- Gives all children value.

A philosophy session

1	Preparation	6	Airing of questions
2	Presentation	7	Voting
3	Thinking time	8	First words
4	Sharing thoughts	9	Building
5	Questions	10	Final words

(see Appendix A)

School Council

The School Council is a key element in the development of Citizenship within the school. The main aim of the School Council is to give a voice to the children. Two School Councillors (a boy and a girl) are elected by the children in each base. Meetings are held on a half termly basis with clear agenda and minutes. These are displayed on the School Council notice board.

The School Council encourages all children to take an active role in the life of the school by enabling them to raise concerns and ideas for formal discussion. It also allows children to be involved in the school's decision-making process and whenever reasonable new ideas and initiatives should be put to the School Council for their input.

Community Cohesion Projects

We encourage all children to develop their self-esteem, tolerance and understanding of one another and to appreciate different religions and cultures, thus preparing them for life in a multicultural society. We ensure that children have equal access to the opportunities provided by the school curriculum and during extra curriculum activities.

Visitors

Visitors are a valuable resource. They bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values, clarification and problem solving. The use of

visitors such as the School Nurse, Local councillors, Community Support Officers, in Year 6, for example, provide children with expert knowledge and understanding of these subjects.

Visits and residential trips

Visits to places of worship, local government and business premises, sports centres, libraries, museums, environmental centres, places of natural beauty, theatres are planned into the curriculum maps. Children in Y6 are offered a place on a residential visit to Arthog Outdoor Pursuits Centre in Wales.

Developing emotional literacy

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate children need to develop the following skills:

- recognising, naming and describing feelings
- understanding and empathising with others feelings
- managing one's own feelings
- responding appropriately to the feelings of others
- communicating effectively
- being an effective listener

We use aspects of Social Emotional Aspects of Learning (SEAL) programme in school through interventions such as our nurture group (see Nurture Policy)

Handling sensitive and controversial issues

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHE and Citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHE and Citizenship is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment.

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers will take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views.

Government guidance on Sex and Relationship Education states: "Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be

able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support."

Confidentiality

In the context of PSHE and Citizenship, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issues. Where there is a 'disclosure', the member of staff should discuss the matter with the designated teacher for child protection and the procedures outlined in the schools Child Protection Policy should be followed (see Safeguarding policy).

Equal Opportunities

This policy has been written according to the guidelines laid down in the school's Equal Opportunities Policy. As with all teaching at the school, PSHE is taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop the spiritual, moral, social and cultural needs of all pupils. A vast majority of opportunities will be delivered through cross curricular activities as well as specific Preparing for Life in modern Britain teaching, PSHE, RE and assemblies.

A global theme is planned for each term.

These include

Autumn term - "Telling Tales". Through this we plan to explore traditional stories from different cultures as well as developing children's speaking, listening and storytelling skills. Children in KS1 and KS2 to come back into school after the end of the day for a story telling session "Tales around the camp fire" around our new fire pit on the top field.

Spring term - "**Reach for the Stars**". This theme has a focus on developing children's aspirations for the future. Subject leaders will lead assemblies to raise awareness of how a strength or interest in their subject area can be used in different careers for the future.

Summer term - "**Our Wonderful World**". Through this theme we will explore ways to care for our environment through their writing, science work and The

Arts. Children visit Attingham Home Farm, Park Hall Farm, Dudley Zoo and West Midlands Safari Park.

All planning documents identify the opportunities for moral, social, spiritual and cultural learning.

The taught curriculum is planned into terms for all year groups and clearly identifies moral, social, cultural and spiritual opportunities.

For Example, Literacy Spiritual Development:

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Foundation Stage	Throughout Foundation Stage the children will listen to and orally rehearse various stories. They become creative when using their self initiated time to write labels, lists and captions, signs and recipes. Children develop a fascination for finding out about themselves, others and the world around them through shared stories and role play themes. The children share non-fiction books about themes they are learning about and will develop their imagination in their writing. Following self-initiated sessions the children are willing to reflect on their experiences.
Year 1	Throughout the year, the children will enjoy finding facts out about mini-beasts and snails. They will use their knowledge to write recounts and non-chronological reports. Reflecting on their experiences, the children develop their skills of recount writing completing a broad bean diary and writing about their personal holiday news. Within narrative, children are able to use their imagination through developing their story writing skills in 'Fantasy worlds' where they look at the texts - 'grow your own dinosaur, giraffe's can't dance'
Year 2	Through writing the non-chronological report about 'Keeping Healthy' children begin to develop a fascination about learning about themselves and ways they can make sure they lead a healthy life. Within non-chronological report writing, they will find out all about space and nocturnal animals which assists the children with understanding the world around them. The children become fascinated with the explanations they write about life cycles and it gives them the bigger picture of life. Children are imaginative and creative when writing instructions about how to survive on a desert island and various narrative stories from familiar settings, other cultures and extended stories. They use the traditional stories Cinderella and The Princess and the Pea and change these in to Cinderella penguin and The Penguin and the Pea.
Year 3	Children have the opportunity to reflect on their experience following educational visits through personal recount writing. Through writing the non-chronological report about 'Keeping Healthy' children begin to develop a fascination about learning about themselves and ways they can make sure they lead a healthy life. Within non-chronological report writing, they will find out about rocks which assists the children with understanding the world around them. The children become fascinated with the explanations and instructions they write about plants. Children are imaginative and creative when writing various narrative stories about dragons (myth Ferno).
Year 4	In Year 4 children's imagination and creativity is captured through writing about stories set in imaginary worlds. There is a strong link with science for explanation and instruction writing. The children develop their understanding and fascination of sound; once they have this knowledge they write this in an explanation report. For instructions they write about how to make an electrical circuit after having had the experience of making them.
Year 5	Children in Year 5 have the opportunity to develop their fascination about life cycles and the course of the river. They enjoy finding out these facts and write them up in the genre - explanations. During the summer term, the children get to enjoy many of Michael Morpurgo's books making comparisons and preferences. They develop their imagination and creativity through narrative writing about the myth and legend 'Beowulf' and adventure story - Adventure Island.

Year 6	Throughout the Spring term, Year 6 learns about the Mountain Environment. During this unit the children will be able to gain respect for different people's faiths, feelings and values in various environments. They are able to use their knowledge of Mountains to write a non-chronological report. When writing stories, the children are required to use their imagination and creativity to complete stories or write their own quest adventure story.
Whole School - Spiritual development in English involves the children acquiring insights into their own personal existence through literacy appreciation and analysis. Through careful selection of novels and plays pupils consider the belief that one's inner resources provide the ability to rise above everyday experiences. Through empathy with characters children develop a growing understanding of how ideology contributes to personal identity. Children will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings while engaging with ideas in fiction, non fiction, poetry and drama. Children explore how choice of language and style affects implied and explicit meaning. Pupils are provided with opportunities to reflect on their own life and lives of others using diaries, journals, letters, biographies and autobiographies. Students experience a rich variety of quality language use, and learn how to use language in imaginative and original ways, drawing on their reading, and considering how words, usage and meaning change over time.	

Scheme of work

A scheme of work is being developed to link issues related to safeguarding to out our whole school curriculum. Planned assemblies take place which link "Preparing for Life in Modern Britain", PSHE, SMSC, British Values, Human Rights and keeping children safe in Education. Work in the Autumn is based upon the Declaration of Human Rights book - "We are all Born Free". During the Spring term suggested lessons from "Expect Respect" and Stonewall resources will be used within school. The summer term will look at "Living and growing" programme to support pupils in understanding how they

Planned opportunities for Preparing for Life in Modern are as follows:

Changing Life in Modern Britain 2016/17

Year	Autumn	Spring	Summer
R	We are all Born Free	Looking at, and challenging gender expectations using toys. Alongside current PSHE Curriculum	Current PSED Lessons
Y1	We are all Born Free	Friends, secrets and people who help us. Alongside current PSHE Curriculum	Unit 1 - Differences
Y2	We are all Born Free	Gender, careers and assumptions Alongside current PSHE Curriculum	Unit 1 - Differences Unit 1 - How did I get here?
Y3	We are all Born Free	Resolving conflict and where to get help. Alongside current PSHE Curriculum	Unit 1 - How did I get here? Unit 1 - Growing Up
Y4	We are all Born Free	Examining violence, excuses and responsibility.	Unit 1 - How did I get here? Unit 1 - Growing Up

		Alongside current PSHE Curriculum	
Y5	We are all Born Free	Secrets and stories Alongside current PSHE Curriculum	Unit 2 - Changes Unit 2 - Girl Talk
Y6	We are all Born Free	Court Room scenarios Alongside current PSHE Curriculum	Unit 2 - Girl Talk Unit 2 - Boy Talk Unit 3 - How Babies are Made Unit 3 - How babies are Born

"We are all Born free" - Autumn term

This book is based on The Universal declaration of Human Rights and offers a range of illustrations to lead to of discussions with pupils.

Planned discussions include

Week 1 and 2 - **We have a duty to other people and we should protect their rights and freedoms** (link to class rules and golden rules)

Week 3 and 4 - **Nobody should be blamed for doing something until it is proved.** (links to getting an adult to help resolve issues on the playground)

Week 5 and 6 -**The law is the same for everyone. It must treat us all fairly.**

Second half term

Week 1 and 2 -**We all have the right to meet our friends and work together in peace to defend our Rights. Nobody can make us join a group if we don't want to** (links to electing our school council and extremism)

Week 3 and 4 - **We cannot make anyone else our slave** (links to bullying and Black Awareness month)

Week 5 and 6 - **If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.**

Expect Respect - Spring term

A range of lessons are planned to support pupils in developing and understanding in;

- challenging assumptions about gender, power and equality;
- changing beliefs and attitudes about men and women;

- managing feelings and accepting responsibility for one's own feelings and behaviour;
- helping to resolve conflict;
- knowing the difference between abusive and non-abusive relationships;
- promoting the consistent message that abuse is not acceptable;
- understanding that domestic abuse is a crime;
- highlighting the role of peers in providing support;

Living and Growing - Summer term

"Preparing for life in Modern Britain" is our policy that supports pupils in informing them about the choices they make in their lives.

In the 21st Century, children are also exposed to sexual imagery and content in a wide array of media including adverts, the Internet, video games, mobile phones, pop songs, TV and magazines. The media often presents a distorted and inaccurate view of sex and relationships, and provide increasingly explicit images of sex and sexuality. In addition some children and young people will use the new technology to intimidate others or to place themselves in compromising positions e.g. sharing inappropriate photos of themselves.

Relationships and Sex Education (RSE) form part of this policy and sets out to equip pupils with the values, skills and knowledge to understand and deal appropriately with these social and cultural pressures.

It is important that children start to build up the vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies.

Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed.

Relationships and Sex Education is delivered through PSHE lessons, using the 'Living and Growing' resources produced by Channel 4. This resource promotes relationships and sex education as a developmental process beginning in Key Stage 1 at an appropriate level and progressing through to the end of Key Stage 2. The DVD resources from Channel 4 'Living and Growing' is used in our lessons.

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, the look at life cycles in other animals and reflect on their own development from babies.

In Key Stage 2 pupils learn to express their opinions about relationships and listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Withdrawal from lessons

Section 405 of the Education Act (1996) gives parents/carers the right to withdraw their children from all or part of the relationships and sex education provided at school, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for Science 2014. Those parents/carers wishing to exercise this right are invited to see the Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

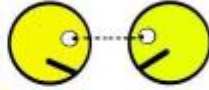
Philosophy power point slides

Appendix A

1. Preparation



Eye-Contact



RULES

ICE BREAKER

2. Presentation



Film clip



Story



Would you rather...

Stimulus

poem

quote

Everybody is Somebody

Discovering their strengths and recognizing that they can do more in their community than they realize.

Respect for their diversity, experiences, and abilities. Discover their own and others' power. Build individual and collective self of a larger group project that benefits the community. Focus on the shared values of respect, care, and dignity. Recognize the unique experiences and abilities of each person and how they can contribute to the community.



Newspaper article

photograph

Art

3. Thinking time

- Time for private reflection
- Speech bubbles
- Keywords
- cartoon



How did it make you feel?

What are your thoughts?

What are you thinking?

4. Sharing thoughts

voluntary



Small groups or larger

Did it make you wonder
Anything?
Were you puzzled?
Did any questions pop
into your mind?

5. Questions



- Give time to think of questions in pairs or groups
- Remind children of open ended questions or 'big questions'
- Come up with them in groups, pairs or individually.
- Write the name of the author on the question

6. Airing Questions

- Display questions
- Do any of the questions need clarifying?
- Can any be grouped together?
- Are they all 'big questions'?



7. Voting



The group votes for a question that they would like to discuss

Voting is democratic

Choose whether it should be secret voting or not



8. First words

- The person who formulated the question begins with their thought, opinions and ideas
- Or...
- Everyone to share their 'gut reaction' and put it on a thought wall to return to at the end

9. Building

- Children respond
- All given a chance
- Each person must be listened to



Facilitators don't give an opinion.

10. Final thought

- Reflection time on what has been said
- Share a final thought
- Or..

Children could write their final thought and compare to their initial thought on the thought wall



End philosophy session

Stand by the person who gave good reasons today

Who listened to others?

Who showed caring thinking?

What went well today?